

Watkins-Nance Elementary

2525 Barhamville Rd.
Columbia, S. C. 29204

Grades	K-5 Elementary School	
Enrollment	430 Students	
Principal	Dr. Evelyn Cohens	803-733-4321
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	31	42	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	Yes
2005	Below Average	Below Average	No

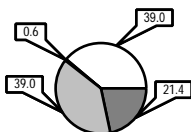
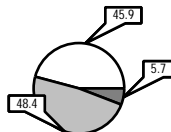
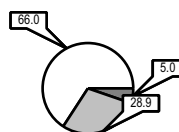
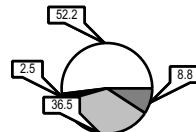
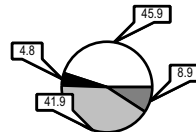
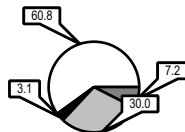
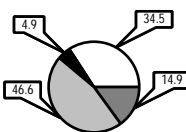
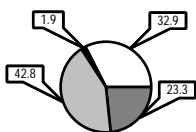
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	194	99.5	39.0	39.0	21.4	0.6	26.4	Yes	Yes
Gender									
Male	107	100.0	46.6	31.8	21.6	0.0	26.1		
Female	87	98.9	29.6	47.9	21.1	1.4	26.8		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	194	99.5	39.0	39.0	21.4	0.6	26.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	158	99.4	35.4	41.5	22.3	0.8	28.5		
Disabled	36	100.0	55.2	27.6	17.2	0.0	17.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	194	99.5	39.0	39.0	21.4	0.6	26.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	194	99.5	39.0	39.0	21.4	0.6	26.4		
Socio-Economic Status									
Subsidized meals	181	100.0	39.7	39.1	20.5	0.7	25.8	Yes	Yes
Full-pay meals	13	92.3	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	194	99.5	45.9	48.4	5.7	0.0	18.2	Yes	Yes
Gender									
Male	107	100.0	48.9	45.5	5.7	0.0	18.2		
Female	87	98.9	42.3	52.1	5.6	0.0	18.3		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	194	99.5	45.9	48.4	5.7	0.0	18.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	158	99.4	39.2	55.4	5.4	0.0	20.0		
Disabled	36	100.0	75.9	17.2	6.9	0.0	10.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	194	99.5	45.9	48.4	5.7	0.0	18.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	194	99.5	45.9	48.4	5.7	0.0	18.2		
Socio-Economic Status									
Subsidized meals	181	100.0	47.0	47.7	5.3	0.0	17.9	No	Yes
Full-pay meals	13	92.3	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	194	99.5	66.0	28.9	5.0	0.0	5.0
Gender							
Male	107	100.0	70.5	26.1	3.4	0.0	3.4
Female	87	98.9	60.6	32.4	7.0	0.0	7.0
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	194	99.5	66.0	28.9	5.0	0.0	5.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	158	99.4	61.5	32.3	6.2	0.0	6.2
Disabled	36	100.0	86.2	13.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	194	99.5	66.0	28.9	5.0	0.0	5.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	194	99.5	66.0	28.9	5.0	0.0	5.0
Socio-Economic Status							
Subsidized meals	181	100.0	66.2	28.5	5.3	0.0	5.3
Full-pay meals	13	92.3	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	194	99.0	52.2	36.5	8.8	2.5	11.3
Gender							
Male	107	99.1	56.8	34.1	6.8	2.3	9.1
Female	87	98.9	46.5	39.4	11.3	2.8	14.1
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	194	99.0	52.2	36.5	8.8	2.5	11.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	158	98.7	44.6	41.5	10.8	3.1	13.8
Disabled	36	100.0	86.2	13.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	194	99.0	52.2	36.5	8.8	2.5	11.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	194	99.0	52.2	36.5	8.8	2.5	11.3
Socio-Economic Status							
Subsidized meals	181	99.5	53.6	35.1	8.6	2.6	11.3
Full-pay meals	13	92.3	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	72	98.6	28.6	49.2	19.0	3.2	22.2
	4	70	100.0	41.3	44.4	12.7	1.6	14.3
	5	72	100.0	45.3	43.8	10.9	N/A	10.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	62	100.0	18.9	43.4	35.8	1.9	37.7
	4	65	98.5	42.3	40.4	17.3	0.0	17.3
	5	67	100.0	56.6	34.0	9.4	0.0	9.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	72	100.0	65.6	34.4	N/A	N/A	N/A
	4	70	100.0	30.2	57.1	12.7	N/A	12.7
	5	72	100.0	56.3	37.5	4.7	1.6	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	62	100.0	34.0	60.4	5.7	0.0	5.7
	4	65	98.5	50.0	46.2	3.8	0.0	3.8
	5	67	100.0	52.8	39.6	7.5	0.0	7.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	62	100.0	60.4	34.0	5.7	0.0	5.7
	4	65	98.5	76.9	17.3	5.8	0.0	5.8
	5	67	100.0	62.3	34.0	3.8	0.0	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	62	98.4	37.7	43.4	15.1	3.8	18.9
	4	65	98.5	44.2	44.2	9.6	1.9	11.5
	5	67	100.0	73.6	22.6	1.9	1.9	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 430)				
First graders who attended full-day kindergarten	96.3%	Down from 100.0%	100.0%	100.0%
Retention rate	7.1%	Up from 3.3%	3.9%	3.0%
Attendance rate	95.7%	Down from 96.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.4%	Up from 10.8%	6.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	12.4%	Up from 10.3%	5.9%	3.2%
Eligible for gifted and talented	1.9%	Down from 3.2%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.0%	Up from 9.4%	8.0%	8.2%
Older than usual for grade	2.3%	Up from 0.7%	1.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.2%	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	47.2%	Up from 40.5%	51.4%	52.6%
Continuing contract teachers	58.3%	Up from 56.8%	77.4%	83.3%
Highly qualified teachers	93.9%	Up from 85.3%	92.3%	93.5%
Teachers with emergency or provisional certificates	13.8%	Up from 11.5%	3.0%	0.0%
Teachers returning from previous year	72.3%	N/A	82.8%	87.0%
Teacher attendance rate	95.2%	Up from 94.7%	94.9%	95.0%
Average teacher salary	\$39,397	Up 8.0%	\$40,528	\$41,703
Prof. development days/teacher	13.2 days	Up from 12.6 days	14.1 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 18.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.7%	Down from 89.9%	88.9%	89.8%
Dollars spent per pupil*	\$6,238	Down 6.8%	\$7,557	\$6,242
Percent of expenditures for teacher salaries*	72.8%	Down from 75.9%	63.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Watkins-Nance Elementary has finished its fourth year in a new facility. Our school has continued to focus upon programs to ensure student success. We are proud of the programs we provided to help students with academic performance. These included our Saturday Academy, Early Bird, and After-school Remediation programs. Our staff development programs continued to focus upon improving student performance on the Palmetto Achievement Challenge Test (PACT), student motivation, character education, and teachers' accurate assessment of student performance; providing appropriate instruction, based upon state standards and benchmark results; and designing weekly tests to measure specific academic skills.

Emphasis was placed on student communication skills. These skills were reinforced through the SOAR to Success reading program and the implementation of Compass Learning and SuccessMaker computer software for language arts and math skills.

Watkins-Nance has continued to prepare students to meet new challenges. Effective grade-level planning for instruction, as well as quarterly mock testing and district assessment testing, were conducted to strengthen students' test-taking skills. Retired teachers were used to provide small-group instruction to struggling readers. Foster Grandparents worked to provide academic assistance for first graders. Lunch Buddies and mentors from St. John Baptist Church, BellSouth, and Omega Psi Phi Fraternity helped motivate students to achieve behavioral and academic success.

Students were recognized for academic achievement at quarterly award ceremonies. Our Honor Student Program, Clean Sweep Program, Student Council, Career Fair, Safety Patrol, EdVenture's House of Cards competition, and the Science Engineering Mathematics Aerospace Academy were activities that focused upon students' academic performance and character.

Watkins-Nance employed many parent/community outreach programs. These included the Parent Books and Breakfast Club, Parent-Teacher Conference Incentives, the Thanksgiving Food Drive, the Pennies for Friends and Families drive, Adopt-A-Family, donations to soldiers in Iraq, and visits to area senior citizen homes.

In spite of our successes, we have some barriers that inhibit progress. These include having about 50 percent of our students enter school without preschool experience, limited parent participation, and limited reinforcement of academic skills at home. However, we are making strides in these areas and are proud of our progress. Since our opening in 2001, our 2001-02 Teacher of the Year won a \$25,000 Milken Award, one of our volunteers was named District Volunteer of the Year, our school newsletter won a 2002-03 Golden Pencil (a district award), and our Foster Grandparents were recognized as the elementary volunteers with the most hours of service in our school district for the 2003-04 year. One of our Foster Grandparents also was named district and state Senior Citizen Volunteer of the Year in 2004-05.

Dr. Evelyn Cohens, Principal
Ms. Teresa Blanding, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	57	23
Percent satisfied with learning environment	85.3%	90.9%	63.6%
Percent satisfied with social and physical environment	88.2%	90.7%	47.8%
Percent satisfied with school-home relations	55.9%	92.7%	50.0%

*Only students at the highest elementary school grade level at this school and their parents were included.